

## Sheridan Elementary

1139 Hillsboro Road  
Orangeburg, South Carolina 29115

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	619 Students	
<b>Principal</b>	Xennie Weeks	803-534-7504
<b>Superintendent</b>	Melvin Smoak	803-534-5454
<b>Board Chair</b>	Dr. Kalu Kalu	803-534-5454

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	53	55	8

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

# PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Good	Yes
2005	Average	Good	Yes
2006	Below Average	Unsatisfactory	No

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

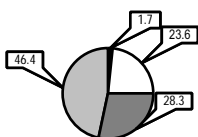
## PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

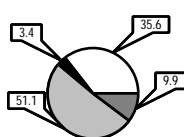
97.4%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

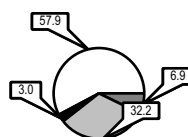
### English/Language Arts



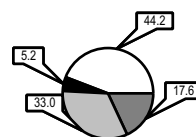
### Mathematics



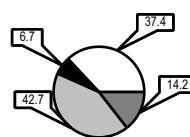
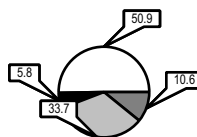
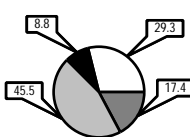
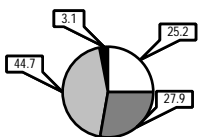
### Science



### Social Studies



### Elementary Schools with Students like Ours



## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

## Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	255	99.2	23.5	46.2	28.6	1.7	44.9	Yes	Yes
<b>Gender</b>									
Male	124	99.2	34.8	48.2	16.1	0.9	28.6	N/A	N/A
Female	131	99.2	13.1	44.3	40.2	2.5	59.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	27	100.0	28.0	44.0	24.0	4.0	52.0	I/S	I/S
African American	225	99.1	23.2	46.4	29.0	1.4	44.0	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	229	99.6	19.2	48.1	30.8	1.9	47.2	N/A	N/A
Disabled	26	96.2	70.0	25.0	5.0	0.0	20.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	255	99.2	23.5	46.2	28.6	1.7	44.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	254	99.2	23.2	46.4	28.8	1.7	45.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	190	99.5	26.0	48.0	24.3	1.7	40.5	Yes	Yes
Full-pay meals	64	100.0	16.4	41.0	41.0	1.6	57.4	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	255	99.2	35.5	50.9	9.8	3.8	23.5	Yes	Yes
<b>Gender</b>									
Male	124	99.2	43.8	43.8	8.9	3.6	17.9	N/A	N/A
Female	131	99.2	27.9	57.4	10.7	4.1	28.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	27	100.0	36.0	44.0	16.0	4.0	36.0	I/S	I/S
African American	225	99.1	35.7	52.2	8.7	3.4	21.3	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	229	99.6	31.8	54.2	10.3	3.7	23.8	N/A	N/A
Disabled	26	96.2	75.0	15.0	5.0	5.0	20.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	255	99.2	35.5	50.9	9.8	3.8	23.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	254	99.2	35.2	51.1	9.9	3.9	23.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	190	99.5	38.7	49.7	8.7	2.9	18.5	No	Yes
Full-pay meals	64	100.0	26.2	54.1	13.1	6.6	37.7	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	255	99.2	57.7	32.5	6.8	3.0	9.8
<b>Gender</b>							
Male	124	99.2	60.7	33.9	3.6	1.8	5.4
Female	131	99.2	54.9	31.1	9.8	4.1	13.9
<b>Racial/Ethnic Group</b>							
White	27	100.0	48.0	32.0	12.0	8.0	20.0
African American	225	99.1	59.4	32.9	5.3	2.4	7.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	229	99.6	57.0	32.2	7.5	3.3	10.7
Disabled	26	96.2	65.0	35.0	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	255	99.2	57.7	32.5	6.8	3.0	9.8
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	254	99.2	57.5	32.6	6.9	3.0	9.9
<b>Socio-Economic Status</b>							
Subsidized meals	190	99.5	63.0	29.5	5.8	1.7	7.5
Full-pay meals	64	100.0	42.6	41.0	9.8	6.6	16.4

<b>Social Studies</b>							
All Students	255	99.2	44.4	32.9	17.5	5.1	22.6
<b>Gender</b>							
Male	124	99.2	46.4	28.6	19.6	5.4	25.0
Female	131	99.2	42.6	36.9	15.6	4.9	20.5
<b>Racial/Ethnic Group</b>							
White	27	100.0	52.0	20.0	12.0	16.0	28.0
African American	225	99.1	44.0	34.3	18.4	3.4	21.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	229	99.6	41.6	34.1	18.7	5.6	24.3
Disabled	26	96.2	75.0	20.0	5.0	0.0	5.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	255	99.2	44.4	32.9	17.5	5.1	22.6
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	254	99.2	44.2	33.0	17.6	5.2	22.7
<b>Socio-Economic Status</b>							
Subsidized meals	190	99.5	46.8	34.1	15.6	3.5	19.1
Full-pay meals	64	100.0	37.7	29.5	23.0	9.8	32.8

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	91	97.8	11.3	35.2	46.5	7.0	53.5
	4	84	98.8	21.5	50.6	26.6	1.3	27.8
	5	89	100.0	14.9	56.8	27.0	1.4	28.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	95	98.9	25.0	39.8	33.0	2.3	35.2
	4	75	98.7	22.5	45.1	31.0	1.4	32.4
	5	85	100.0	22.7	54.7	21.3	1.3	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	91	97.8	33.8	56.3	8.5	1.4	9.9
	4	84	98.8	36.7	46.8	13.9	2.5	16.5
	5	89	100.0	23.0	54.1	16.2	6.8	23.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	95	98.9	42.0	50.0	8.0	0.0	8.0
	4	75	98.7	29.6	52.1	12.7	5.6	18.3
	5	85	100.0	33.3	50.7	9.3	6.7	16.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	91	97.8	53.5	38.0	7.0	1.4	8.5
	4	84	98.8	50.6	35.4	10.1	3.8	13.9
	5	89	100.0	36.5	36.5	16.2	10.8	27.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	95	98.9	63.6	29.5	5.7	1.1	6.8
	4	75	98.7	40.8	43.7	11.3	4.2	15.5
	5	85	100.0	66.7	25.3	4.0	4.0	8.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	91	97.8	11.3	63.4	12.7	12.7	25.4
	4	84	98.8	22.8	55.7	13.9	7.6	21.5
	5	89	100.0	40.5	45.9	12.2	1.4	13.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	95	98.9	26.1	35.2	30.7	8.0	38.6
	4	75	98.7	46.5	39.4	11.3	2.8	14.1
	5	85	100.0	64.0	24.0	8.0	4.0	12.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 619)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.8%	Down from 5.5%	3.6%	2.8%
Attendance rate	92.2%	Up from 91.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.4%	Down from 1.5%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.4%	Down from 1.1%	0.0%	0.0%
Eligible for gifted and talented	2.2%	Down from 4.6%	6.9%	10.4%
On academic plans	0.0%	N/AV	44.0%	33.6%
On academic probation	0.0%	N/AV	0.4%	1.0%
With disabilities other than speech	9.8%	Up from 3.0%	8.3%	7.5%
Older than usual for grade	2.1%	Up from 1.7%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n= 42)</b>				
Teachers with advanced degrees	76.2%	Up from 68.4%	51.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.6%	2.4%
Teachers with emergency or provisional certificates	2.7%	Down from 6.3%	0.0%	0.0%
Teachers returning from previous year	88.9%	Up from 87.6%	87.0%	87.3%
Teacher attendance rate	94.1%	Down from 94.5%	94.9%	94.9%
Average teacher salary	\$46,633	Up 5.5%	\$41,591	\$42,485
Prof. development days/teacher	20.4 days	Up from 17.4 days	13.2 days	13.3 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	Down from 16.8 to 1	17.6 to 1	18.6 to 1
Prime instructional time	84.5%	Down from 84.7%	89.7%	89.7%
Dollars spent per pupil*	\$6,453	Up 0.9%	\$6,852	\$6,557
Percent of expenditures for teacher salaries*	70.4%	Down from 70.9%	63.0%	64.0%
Percent of expenditures for instruction*	72.7%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 96.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	5.6%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2005-06 academic year at Sheridan Elementary was very successful for all involved stakeholders. The administrators, faculty, staff, students, parents, and community worked as a team to share the responsibility in order to accomplish the school's mission. At Sheridan, it is our mission to provide a safe, nurturing and stimulating environment, enabling students to become productive citizens while ensuring that all children feel special and that no child is left behind.

Academic instruction is our top priority, as is evidenced in our meeting Adequate Yearly Progress (AYP) as set forth by the No Child Left Behind Act. Sheridan was also the recipient of the Palmetto Silver Award from the South Carolina Department of Education for the third year in a row. Our 2005 PACT scores exceeded the district average (Basic and above) in third, fourth and fifth grade ELA, fifth grade math, third, fourth, and fifth grade social studies, and fourth and fifth grade science. Scores also exceeded the state average (Basic and above) in third and fifth grade ELA, third and fourth grade social studies, and fifth grade science.

Students at Sheridan were provided with a variety of opportunities during and after school to help them grow academically, physically, emotionally, and socially. These include activities such as character education, the Healing Species, Working for Wheels, two after-school programs, Junior Beta Club, Sheridan Garden Club, quarterly awards programs, Good News Club, chorus and hand bell choirs, Wee Deliver, a yearbook, summer reading program, a school store, and participation in the county's Community of Character program. Each grade level also participated in a care and concern service project to benefit others in the local community.

The Sheridan PTSA and our school improvement council played a vital role in helping our students reach their potential through their commitment and involvement in all aspects and areas of the daily life of our school.

Xennie Weeks, Principal  
B.J. Sumpter, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	41	75	38
Percent satisfied with learning environment	97.6%	84.9%	94.7%
Percent satisfied with social and physical environment	95.1%	80.6%	92.1%
Percent satisfied with school-home relations	85.0%	95.8%	94.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.